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17. ABSTRACT (MAX. 250 WORDS)

The objectives of the program were to provide opportunities for third and fourth grade students who have potential in terms of mental ability and behavioral stability, and to close the gap between their retarded reading and language development and reasonable grade expectancy. Remedial reading teachers were assigned to two project schools; each taught two classes of third and fourth graders daily. Programs were characterized by an emphasis on a great many first-hand experiences for the students; effort were made to add meaning, purpose and motivation to reading and language instruction activities. The evaluation sought to determine the effects of attendance in reading and language development classes on the achievement of these students as measured by standardized tests. Detailed interviews with parents concerning the family backgrounds and present home situations were used to determine if there were any characteristics, disturbances, or problems which might be related to reading problems.

Evidence was presented indicating that programs were instrumental in helping third and fourth grade students to bring achievement levels much closer to grade expectancy. Two-year longitudinal information suggests that the effects were not temporary; some benefits might not manifest themselves at the end of a seven month interval. The second year of the program seemed to have been more effective since gains were greater. Test results and teacher reactions indicated that some benefits may result from the relief of regular classroom load. No home or family related problem tendencies were discovered in fact-sheet data collected on these students.

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REPORT OF EVALUATION OF THIRD AND FOURTH GRADE LANGUAGE DEVELOPMENT PROGRAM

I. INTRODUCTION

A. Objectives

The dominant role in reading skills in the determination of students' future is highlighted in the proposal to the Ford Foundation. "....ability to read is a fundamental skill essential for success in school and out. The prevalence of reading disability and its serious implications justify a mass attack on this educational deficiency."

It was stipulated in the proposal that teachers were to be provided for remedial work at all project schools with emphasis on reading and language arts. Two such teachers, specialists in reading, were engaged to work at two Project schools at the third and fourth grade level. The reading achievement at these schools over the past few years had been a year or more below the median chronological age. When mental age is taken as a general expectancy index we find that the children are performing at four to six months below their mental ages in reading and arithmetic. No effort is being made to imply an exact expectancy figure but it is of significance that at the beginning of the fall semester 1963 over one-fourth of the entering fourth graders were reading at or below the end of the second grade level. The median reading score for these fourth graders was six to eight months below grade level with only 25% of the students achieving at grade level or above.

The median mental ability, as indicated by Kuhlmann-Anderson I.Q. scores, in the Project school was in the low 90's. In one school which is experiencing a transition in the racial characteristics of its population there has been a steady drop in the median I.Q. figure during the last five years. Approximately

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25% of the students received I.Q. scores of 100 or above with a corresponding percentage at 87 or below. A more complete comparison of the two experimental (Project) schools with the city in reading, arithmetic and I.Q. over the past four years it is possible by examination of attachments 1 and 2 appended to this report.

The prevalence of reading problems in these two schools which are located in culturally diverse, or disadvantaged, areas becomes very apparent from examination of this information.

It has also been hoped that having remedial teachers at third and fourth grade levels would relieve the regular classroom teachers sufficiently to allow greater individual help with the remaining portions of their classes. Only selected students meeting the criteria set forth attended the Project classes. These students often comprised the middle reading groups in their regular classes.

It will not be possible at this writing to ascertain the impact of the Project provision on the achievement of non-project children at these grade levels, however. Future survey test information will perhaps reveal some such effects.

In general, the objectives of the program may be summarized as follows:

To provide opportunities for third and fourth grade students, who have potential in terms of mental ability and behavioral stability, to close the gap between their retarded reading achievement and language development and reasonable grade expectancy, i.e., performance at or above grade level, which might well be the expectancy for average and above average ability students.

B. Description

The teacher at each school instructed two groups of students each day - one group in the morning and one group in the afternoon. During the two hours in Project classes they received all language arts instruction. Both years three groups of third graders and one group of fourth graders were in the Project program. Class sizes varied between 15 and 20.

Efforts were made to articulate activities so that the students would participate fully with their regular home classroom peers. The Project teachers tried to keep close contact with the regular teachers of these students. From time to time conferences were held for the discussion of these cases.

The program at each school was slightly different but both were characterized by an emphasis on provision of a great many first-hand experiences for the students. This was based in part on the rationale that encapsulated, limited developmental backgrounds fail to provide an adequate fund of experiences which are prerequisite to many aspects of full language development. It has been noted that these children failed to develop skills in types of communication required in school-like surroundings because there is no need for this in their immediate, family environments.

A variety of trips to museums, factories, transportation facilities, industries, and other educational sites were provided and used as foci for written and oral expression exercises and reading activities before and after the trips. It was hoped that in this way the children would be given something to talk about, something to read about, something to write about.

Vocabulary building exercises are meaningful when based on intimate personal knowledge

and are therefore more effective. In general, the efforts were to add meaning, purpose and motivation to reading and language instruction activities.

The room environments at both Project schools were augmented by the provision of readily available easy-to-do and easy-to-read games, books, and self help devices. This was to make readily available for first-hand stimulation and experience types of materials quite often not available in the homes of these children.

In one Project class the language activities were organized in great part around a social studies core theme which was intended to supplement regular classroom study.

At both schools wide use was made of the opaque projector, tape recorders, flash cards, and records. These were aimed at focusing attention through their uniqueness and/or attractiveness. The tape recorders were equipped with multiple outlets or listening posts for small group listening to pre-recorded lessons. Children were also given an opportunity to listen to themselves and their own speech patterns and oral reading. Use was made of non-state text material and experimental books from other areas in the country.

At one school the reading teacher and the counselor cooperated in conducting a series of parent meetings for discussion of the program and methods of helping and stimulating the students.

II. PROBLEM

The basic questions posed for this evaluation were: (1) What were the effects of attendance in the reading and language development classes on the achievement of these students, especially the reading and spelling achievement? (2) From detailed interviews with parents concerning the family backgrounds and present home situations, is it possible to find any characteristics, disturbances, or problems which might be related to reading problems?

III. METHOD

The major portion of the report is related to achievement test information. Other more subjective types of benefits which may have accrued remain unmeasured due, in part, to the absence of suitable instruments and lack of time for conducting extensive interviews with students and/or parents.

At the beginning of both school years third and fourth grade students at both Project schools were tested in the fall with the Kuhlmann-Anderson Intelligence Test and the Stanford Primary Achievement Best Battery. The Stanford Achievement Test was repeated again in the spring making possible an analysis of before and after test results. Form C of the Kuhlmann-Anderson test was used at the third grade; form D was used for the fourth. Parallel forms of the Stanford Achievement battery were used for testing third and fourth graders as follows: Form K - fall 1962; Form L - spring 1963; Form J - fall 1963; Form M - spring 1964.

Students who were fifth graders at the time of the follow-up were tested with the Stanford Elementary Reading Test, Form J.

Analysis of achievement test scores was done utilizing grade scores rather than either raw scores or achievement ages. This was done to avoid inter-form differenc in scaling or raw score equivalencies.

These tests are routinely used by the school district in their survey testing a analysis of progress and ability.

For students in the 1962-63 reading and language project it was possible to obt follow-up data over a two-year period. The interval between tests was from fall 19 to spring 1964. For one group of children who attended the reading and language development classes for both third and fourth grades test information is also available over a two-year period.

Students were selected for placement in the reading and language development classes on the basis of the scores made on the fall intelligence and achievement tes survey in combination with past records and teachers' judgments. In general, the criteria for placement were as follows: one year retardation in reading score below C.A. and/or M.A.; average or above intelligence; a reasonable expectancy of attendance stability; acceptable behavior; recommendation of teachers; recommendatio of principal; and consent of parent or guardian.

At the beginning of the first year's program special emphasis was not given to the behaviorial stability of the students selected for the program and subsequent experience necessitated the reorganization of the classes. Those students who were judged to have reading and language development problems highly ladened with personal emotional problems were referred for casework to the Project counselor. The door was left open for future attention to their achievement problems at a time when a greater degree of cooperation could be guaranteed.

Two control schools were tested at the same time as outlined above with the same instruments. The fall portion of this testing was a routine district-wide survey but the control schools agreed to do spring testing in order to provide test data for control comparisons. These two control schools were selected because they were similar to experimental schools in socio-economic level and racial composition. The average achievement and mental ability levels for these schools were also similar to those in the Project schools. During the second year of the Project one of the original control schools engaged in a language development program of its own. Another control school was subsequently substituted in its place.

Control matches were selected for the Project students based on similarity in sex, chronological age, intelligence, and average reading scores. In almost all cases matches were possible within the limits of plus or minus four or five months or points of score. Evidence of the comparability of the two groups is presented in the section on results.

As referred to in the section above, detailed interviews were conducted with the parents of all the students by the Project counselor and the information obtained was recorded on a "face sheet" (see attachment #3). The purposes of these interviews were to obtain demographic background information on students with language problems and also to provide fundamental information useful to the teacher in working with the student. The counselor, at the time of this interview, made special efforts to explain the nature of the program and to enlist the cooperation of the parents concerned.

Another source of infofmation relating to the success of the program was obtained on a faculty questionnaire which was circulated at the Project schools at the end of

the second year (see attachment #4). Teachers were asked to react to various aspects of the program and to indicate their ratings in certain areas.

The personal feelings or reactions of students were sought early in the first year of the program through the use of a variety of student questionnaires and forms. The students were asked to rate subject preferences, to give information about areas of interest, to discuss their feelings about their family and to respond to a sentence completion form. Purposes of these questionnaires were diagnostic data collection and for providing evaluation information on shifts in attitudes and feelings. Those who administered these instruments (Project counselors and language development teachers) related that they found information collected to be generally unreliable.

IV. RESULTS

Fifty-seven students involved in the reading and language development classes out of 72 who attended the classes during the first year were found to have complete test records and were therefore acceptable as subjects for the evaluation study. At the end of the first year only eight students had been lost because of family s moving.

A. Face Sheet Data 1962-63 Program

Of the 57 students included in the evaluation study the face sheet information was available on 50 cases. A summarization of the tabulations of this information will be presented below. Table 1 notes the racial characteristics of the students in the classes. Of significance is the fact that they are almost totally minority group children. Only 6% were classed as "caucasian." It is of considerable

interest to observe from table 2 that 92% of the students had two parents reported present in their homes. In only three cases, or 6%, was it noted that there was one parent present and one case was found to be living with relatives other than natural parents. In general, then, table 2 presents a picture of rather high apparent family intactness.

Table 1. Racial Characteristics of Students in 1962-63 Reading and Language Development Classes

Race	N	Per Cent
Negro	39	78
Caucasian	3	6
Spanish Surname	3	6
Oriental	2	4
Other	3	6
Totals	50	100

Table 2. Family Intactness in Families of Students in1962-63 Reading and Language Development Classes

Rating	Description	N	Per Cent
5	Both natural parents	41	82
4	One natural parent - one step	5	10
3	One parent (mother)	3	6
2	Living with relative(s)	1	2
1	Foster, etc., home	0	0
	Totals	50	100

Mean Intactness Rating = 4.72

Table 3. Place of Birth of Parents of Students in 1962-63 Reading and Language Development Classes

	Paternal Figure		Maternal Figure	
	N	Per Cent	N	Per Cent
Southern States	15	37	15	31
States Bordering South	15	37	21	43
Northern & Eastern States	5	12	1	2
California	1	2	7	15
Hawaii	1	2	2	4
Foreign Countries	4	10	3	6
N =	41		49	

8% were found not to have a paternal figure present in the home and of the students having a paternal figure only six cases reported the figure being other than natural father. This amounts

In 49 of the 50 cases the children were living with their natural mothers. One student was a member of her grandmother's household.

Some information related to the backgrounds of the parents of the students is given in table 3. This table presents information concerning place of birth of paternal and maternal figures. The face sheets do not reveal whether the parents spent many of their years prior to the present or even their formative years near their birth places. However, it is not unreasonable to assume that a considerable time was spent by many of these parents in the general locale indicated by the replies. Outstanding in the figures presented on this table is the fact that over 70% of the parents were born in southern states or in states bordering the south.

Turning to the location of student's birth, of 44 cases on which information was available seven were born outside of California. Of 37 cases born in California all but one were born in the Bay Area probably indicating that the parents have been here for at least a period of time corresponding to the child's age. In most cases this would be a minimum period of nine or ten years.

Table 4. Place of Birth of Students in 1962-63 Reading and Language Development Classes

Location	N	Per Cent
Bay Area	36	81.9
Other California	1	2.3
Southern States and States Bordering the South	4	9.1
Other U.S.A.	3	6.8
Totals	44	100.1

The family size of a typical reading language development class member in 1962-63 was rather large compared to the figures for the city and the nation as a whole. The mean number of members in a family was 6.04 and the mean number of children was 4.12. Of the 157 siblings found in these homes, a total of 134 or 85% were natural siblings. Fourteen per cent were in the category of a step- or half-brothers or sisters.

Table 5 describes the educational level for the parental figures in the home. The distribution of educational levels of paternal figures indicates

that 20 out of 36 reported cases or 56% finished high school and/or some post-high school training. Correspondingly, 47% of the maternal figures finished high school. Further comparisons can be made by examination of the accompanying table. Of particular significance, however, is the fact that both maternal and paternal figures have median educational levels higher than the city as a whole and/or the Ford Project area as delineated by appropriate census tracts.

Table 5. Educational Levels of Parents of 1962-63 Reading and Language Development Project Students and Distribution for Project Census Tracts and City as a Whole

	Project Student Parents						Project Area*	City
	Paternal		Maternal		Combined			
	N	%	N	%	N	%	%	%
No school years completed	0	0	0	0	0	0	2	2
Elementary - one to four years comp.	1	3	0	0	1	1	6	5
Elementary -five to seven years comp.	1	3	2	5	3	4	15	12
Elementary - eight years completed	6	17	2	5	8	10	16	15
High School - one to three yrs. completed	8	22	14	32	22	27	28	20
High School - four years completed	16	45	20	45	36	45	25	27
College - one to three years comp.	4	11	6	14	10	13	6	11
College - four years or more completed	0	0	0	0	0	0	2	8
N =	36		44		80			

*Roughly defined by census tracts which include Stonehurst, Sobrante, Brookfield and Hammarskjold Elementary school attendance areas.

Information relating to the families' incomes reported by parents of the experimental students is presented in table 6 which follows. The distribution reveals a general tendency toward the lower end of the income range for these families. Median income determinations indicate that the Project class parents had incomes somewhat lower than the city or the general Project area. This is despite the fact that it was determined in the table above their educational level tended to be higher. No reasons for this are suggested in presently available data.

Table 6. Income of Families of Students in 1962-63 Reading and Language Development Classes

Income	Experimental Group %	City %	Project Area %
Under $1000	2	4	3
$1000 - $1999	0	6	4
$2000 - $2999	5	7	6
$3000 - $3999	2	8	7
$4000 - $4999	39	10	15
$5000 - $5999	17	12	19
$6000 - $6999	15	11	16
$7000 - $7999	10	9	9
$8000 - $8999	2	7	7
$9000 - $9999	0	6	4
$10,000 - $14,999	7	14	6
$15,000 - $24,999	0	4	1
$25,000 plus	0	2	0.1
Medians	$5070	$6303	$5786

Mean family income (from raw data for Experimental Group - $5532

Detailed information related to the employment and occupational levels of the parents of these students is not presented. The following table indicates that 100% full-time employment was reported for paternal figures. There are no clear suggestions of any tendency toward economic-occupational instability in these data. None of the students involved were supported by Aid to Needy Children, Welfare, etc.

Table 7. Employment of Parental Figures in Students' Homes

Status	Paternal Figure	Maternal Figure
Employed full time	100%	33%
Seasonal or part time	0	10%
Unemployed	0	15%
Housewife	-	42%

The following listing of housing characteristics obtained from the counselor-parent interviews indicates that the families occupy predominantly single family units; in general are homeowners or buyers; have homes which are in good condition; are paying reasonable monthly payments or rent; and, finally, have slightly more than one occupant for each room in the unit. The U.S. census index for crowdedness is 1.01(number of people divided by number of rooms). The median figure for the Project students was 1.19, indicating some degree of crowding, but not of great magnitude.

HOUSING CHARACTERISTICS

Type:

Single Units	89.3%
Multiple Units	10.7%

Size:

Four Rooms	2.8%
Five Rooms	82.8%
Six Rooms	14.6%
Mean number of rooms	5.11
City-wide median	4.5

Bedrooms:

Two	32.6%
Three	65.2%
Four	2.3%

(In all cases reported, only those rooms described as bedrooms were so used.)

Ownership

Own the Home	7.9%
Buying the Home	76.4%
Renting	15.6%

Monthly Payments:

Median	$83.36

Condition of Home:

Reports were made on 33 homes concerning the condition of the home. Thirty-two of these reports were "good," only one case was rated "poorly kept."

B. One Year Test Results - 1962-63 Program

Attention is now directed to the analysis of test performance of students in the 1962-63 third and fourth grade reading and language development program. The basic comparisons which will be made are with control matches over the testing interval of seven school months. However, information relating to the other third and fourth grade students in the Project schools will be presented. These data are on only those students who were tested in both the fall and spring. The purposes of presenting this latter information are to provide a frame of reference for placing the experimental groups and, if possible, to determine any possible effects of lightening the total classroom loads of the regular classroom teachers because of the attendance of the children in the reading and language development classes.

Table 8 presents information related to the fall status of the various sub-groups. It is interesting to note that the median grade score figures for fall 1962 for the fourth grade at Project school Two are not remarkably higher than for third grades in either Project school One or Two.

The Project students were found to have a mean chronological age slightly higher than third grade in the Project schools but this is to be expected since one group of fourth graders was included with the three groups of third graders. The Project experimental group appears to have slightly lower average intelligence than the remainders of the respective third and fourth grade classes. The mean I.Q. of 94.3 is in line with the median figures at the two Project schools over the past two years (see attachments #1 and #2).

Despite efforts to match the experimental and control groups as closely as possible the control students were found to have scores slightly higher in all areas. This is due to difficulty in matching. It was found that one of the schools selected for a control school also was conducting a reading and language development program and consequently many students who would have qualified as matches for our Project students were already included in the language development classes at the control school. Some of the closest matches had to be excluded. Since class summaries are routinely prepared in terms of achievement ages the matching was done using achievement ages. Present computations were done using grade scores and some additional margin of error might have thus been induced. Critical ratios were computed to test the significance of the differences between experimental and control matching means in the various achievement areas and none of these mean differences were found to be significant at or above the .05 level of significance. Standard deviations in all achievement areas were very close in magnitude. Variation in standard deviation was less that .5 grade score points.

Table 8. Comparison of Performance of Project Experimental Classes and Comparison Groups on Stanford Primary Achievement Battery and Kuhlmann-Anderson Intelligence Test. (Testing Period - October 1962 to May 1963)

TEST OR CHARACTERISTIC	Project Experimental Groups (N = 56) Grade 3 and 4		Control Matches (N = 56) Grade 3 and 4		Project School 1 Grade 3 (N=54) (Excl. Project)		Project School 2 Grade 3 (Excl. Project) (N = 66		Project School 2 Grade 4 (Excl. Project) (N = 78)	
	Grade Score	Achiev. Age Equiv.	Grade Score	Achiev Age Equiv.	Grade Score	Achiev. Age Equiv.	Grade Score	Achiev. Age Equiv.	Grade Score	Achiev. Age Equiv.
Chronological Age (Sept. 1962)										
Mean - (Months)	106.0		104.6		102.0		100.8		114.3	
S.D. - (Months)	7.7		7.2		6.0		4.8		5.6	
I.Q. (Kuhlmann-Anderson)(Fall 1962)										
Mean	94.3		93.7		96.3		99.2		91.1	
S.D.	7.7		7.0		11.1		7.8		9.9	
Stanford Achievement Test Battery										
Reading-Paragraph Meaning										
Mean - Fall 1962	23.2	7-6	25.3	7-8	27.4	7-11	25.6	7-10	29.4	8-2
Mean- Spring 1963	32.2	8-5	33.9	8-8	39.4	9-2	35.5	8-10	41.0	9-4
Difference (Gain)	9.0	11 mos.	8.6	12 mos.	12.0	15. mos.	7.9	12 mos.	11.6	14 mos.
Reading-Word Meaning										
Mean - Fall 1962	24.3	7-7	25.2	7-8	28.8	8-1	26.9	7-10	31.8	8-5
Mean - Spring 1963	34.7	8-9	33.5	8-8	40.2	9-4	35.0	8-9	40.2	9-4
Difference (Gain)	10.4	14 mos.	8.3	12 mos.	11.4	15 mos.	8.1	11 mos.	8-5	11 mos.

TABLE 8 - continued

Spelling										
Mean - Fall 1962	27.2	7-11	28.5	8-1	30.3	8-2	31.1	8-3	33.1	8-6
Mean - Spring 1963	35.0	8-9	37.5	9-1	38.9	9-3	35.1	8-9	39.4	9-3
Difference (Gain)	7.8	10 mos.	9.0	12 mos.	8.6	13 mos.	4.0	6 mos.	6.2	9 mos.
Arithmetic Reasoning										
Mean - Fall 1962	25.8	7-9	26.3	7-8	26.7	7-11	26.7	7-11	30.5	8-4
Mean - Spring 1963	31.5	8-5	33.0	8-6	33.9	8-7	30.9	8-3	36.5	9-0
Difference (Gain)	5.7	8 mos.	6.7	9 mos.	7.2	8 mos.	4.2	4 mos.	7.0	8 mos.
Arithmetic Computation										
Mean - Fall 1962	26.3	7-9	27.3	7-10	26.0	7-9	24.1	7-6	31.5	8-5
Mean - Spring 1963	35.3	8-9	36.3	8-10	36.7	9-0	32.0	8-5	39.2	9-2
Difference (Gain)	9.0	12 mos.	9.0	12 mos.	10.7	15 mos.	7.9	11 mos.	7.7	9 mos.

(Note: Critical ratios were computed to test the significance of differences between all grade score means for fall and spring. In all cases these differences, or gains, were highly significant, well beoynd the .005 level of significance.)

In summary the means and standard deviations for the experimental and control groups were very close. Critical ratios failed to establish the significance of any of the mean differences. A preliminary analysis using achievement ages yielded the same general tendency but there are slight magnitude variations which may be noted by the reader who is familiar with preliminary working tables.

On table 8 major attention should be directed toward the difference figures which indicate the magnitude of mean gain made by various sub-groups. The overall picture is a positive one for all groups. Gains over the seven-month's interval were substantial. Many of these gains exceeded two times that which might normally be expected over this period of time. This was particularly true in the data for Project school One. This school was the one in which all students in the Project classes were taken from the third grade, which made possible the greatest class load reduction for regular classroom teachers. For all groups the greatest gains were made in the areas of the reading tests.

The comparison of the gains of the experimental control groups in grade score units reveals a very slight superiority in favor of the experimental group in paragraph meaning and word meaning subtests but not in spelling, arithmetic, reasoning, or arithmetic computation. Although the magnitude of these gains are not significantly higher than those of the control group they do reflect marked progress for a group of children who had previously made less than year for year progress in these areas.

Incidental examination of the gains of the four sub-groups or classes, in the reading and language development project reveals that three of the four experimental classes made appreciable more progress than the fourth. Table 9 shows the mean grade score gains for each of the four groups and their control matches.

Without elaboration or speculation on the factors underlying the lack of satisfactory progress in group A (third grade group at Project school Two) a question may be raised concerning the relative magnitude of progress made by the sub-groups B, C, and D and their control matches. The comparability of this sub-group of experimentals and their controls are established in table 10.

Comparisons in gains between these groups of experimental and control pupils are presented in table 11. A mean gain superiority of 2.69 grade score grade placement units for paragraph meaning and 3.96 grade placement units for word meaning was revealed in this table. As noted in the footnotes to this table, these differences are statistically significant. This was not true, however, with the differences between the spelling score gains made by the two groups. In a final look at the results on achievement testing for the experimental and control groups it is possible to see that one experimental group appeared to contribute heavily to a lack of superiority in the scores of the total experimental group.

Table 9. Sub-Group Analysis of Fall 1962 to Spring 1963 Difference (Gain) Scores on Stanford Primary Achievement Test for Experimental Class Subjects and Control Matches

STANFORD ACHIEVEMENT TESTS	Class Sub-Groups							
	A (3rd)		B (4th)		C (3rd)		D (3rd)	
	N	Mean Grade Score Gains	N	Mean Grade Score Gains	N	Mean Grade Score Gains	N	Mean Grade Score Means
Paragraph Meaning								
Experimental	13	4.92	18	11.39	13	10.69	11	9.27
Control Matches	13	10.92	17	6.88	13	10.15	11	6.91
Word Meaning								
Experimental	14	5.92	18	12.50	13	11.00	11	11.18
Control Matches	14	9.93	17	8.24	13	8.92	11	5.55
Spelling								
Experimental	14	1.64	18	6.72	13	11.92	11	12.27
Control Matches	14	11.71	17	9.00	13	9.77	11	4.91

Table 10. Fall 1962 Stanford Achievement Test Scores for Three of Four Experimental Reading and Language Development Classes

STANFORD ACHIEVEMENT TEST	Experimental Groups (B, C, D)			Control Matches (B, C, D)			Difference Between Means	Critical Ratios
	N	Mean Grade Score	S.D.	N	Mean Grade Score	S.D.		
Paragraph Meaning	42	24.52	4.63	42	26.17	5.49	1.55	1.37*
Word Meaning	42	25.07	4.49	42	26.43	4.52	1.36	1.37*
Spelling	42	28.38	7.40	42	29.83	6.52	1.45	0.94*

*(Critical ratios indicate differences between means are not significant -- below the .10 level of significance.)

Table 11. Fall 1962 to Spring 1963 Difference (Gain) Scores on Stanford Achievement Tests for Three of Four Experimental Reading and Language Development Classes and Corresponding Control Matches

STANFORD ACHIEVEMENT TESTS	Experimental Groups (B, C, D)			Control Matches (for B, C, D)			Difference Between Means	Critical Ratios
	N	Mean Grade Score	S.D.	N	Mean Grade Score	S.D.		
Paragraph Meaning	42	10.62	6.50	42	7.93	5.46	2.69	2.02*
Word Meaning	42	11.69	6.53	42	7.73	3.86	3.96	3.36*
Spelling	42	9.79	6.43	42	8.15	5.36	1.64	1.25

* Critical ratio indicates difference between means is significant - .05 level of confidence

C. Two Year Follow-up 1962-63 Program

The two-year follow-up testing on 47 experimental subjects and 43 control subjects yielded 35 matched pairs for this analysis. There were roughly 50% boys and 50% girls in these two follow-up groups. It will be remembered that at the original testing these students were third and fourth graders - three groups of the former and one of the latter. In the spring of 1964 at the end of nearly a two year interval these students were fourth and fifth graders. Almost all of the reading and language development class Group A which had not made outstanding progress during the first year had received a second year of instruction in the Project program. Four of the original class Group A members were returned to regular classroom for regular classroom instruction this year, because they were judged to have made enough progress to be able to profit from regular classroom instruction.

In the comparison presented on the tables which follow only language areas are noted because test follow-up was only possible in these areas - paragraph meaning, word meaning, and spelling. The comparability of the remaining experimentals and controls is presented in table 12. The critical ratios obtained indicate no difference in these groups at the time of baseline testing in the fall of 1962.

Table 12. Fall 1962 Stanford Achievement Test Performance of Two Year Follow-Up Groups - 35 Experimental Subjects; 35 Control Matches

	Experimental Group			Control Group			Differences Between Means	Critical Ratio
	N	Mean	S.D.	N	Mean	S.D.		
Paragraph Meaning	34	22.94	5.46	35	25.23	5.70	2.29	1.68
Word Meaning	33	24.12	5.03	34	25.29	5.06	1.17	0.94
Spelling	24	26.96	5.42	23	26.83	6.67	0.13	0.07

Table 13 presents the mean difference scores over the period between fall 1962 and spring 1964. Differences between mean gains for experimental and controls had been maintained in reading at the end of the second year. The significance of the gain differences in paragraph meaning and word meaning easily reach the .01 level. The difference in the mean gain in the area of spelling scores (fourth graders only) failed to achieve statistical significance.

Table 13. Fall 1962 to Spring 1964 Difference (Gain) Scores on Stanford Achievement Test - 35 Experimental Subjects; 35 Control Matches

STANFORD ACHIEVEMENT TEST	Experimental			Control Group			Differences Between Means	Critical Ratio
	N	Mean Grade Score Gain	S.D.	N	Mean Grade Score Gain	S.D.		
Paragraph Meaning	34	18.29	9.39	34	11.12	7.83	7.17	3.37*
Word Meaning	33	16.18	8.21	34	10.44	6.97	5.74	3.04*
Spelling	24	11.04	6.45	23	8.84	5.77	3.00	1.65

* Significant at the .01 level

D. One Year Test Results - 1963-64 Program

Data presented in the following section relate to the evaluation of the second year of the reading and language development Project classes. These data come only from third grade classes who were in the Project classes for a period of one year. The results for the fourth grade are included in the two-year follow-up study which was recorded above.

There were 40 students on whom complete test information was available and these students were used as the core of this part of the evaluation study. Matching was done as described previously. Limits on differences were maintained at six months in chronological age, five points in I.Q., and five months in achievement age (average reading age).

Table 14 gives baseline description of the chronological ages and I.Q.'s of the two groups as of September 1963. This table establishes the fact that the distribution of ages and I.Q.'s for the two groups are not significantly different.

Table 14. Chronological Ages and I.Q.'s of Reading and Language Development Project Third Graders in September 1963

	Project (Experimental) Third Graders			Control Match Third Graders			Difference Between Means	Critical Ratio
	N	Mean	S. D.	N	Mean	S.D.		
Chronological Age	40	100.70 months	4.20	40	99.20 months	3.72	1.501.50	1.67
I.Q. - Kuhlmann-Anderson	40	99.43	6.57	40	98.53	5.99	0.90	0.65

It may be noted that the mean I.Q. for this year's (1963-64) Project students is several points higher than the 1962-63 group -- 99.4 versus 94.30.

Despite efforts to match the experimental and controls on the reading scores, table 15 reveals a significant difference in the mean grade score at the .05 level in the area of paragraph meaning. This may be in part due to the use of average reading achievement age which was used in the matching process. It will be observed that though the difference between means does reach the .05 level the practical magnitude is not great. Means in other achievement areas were found to be statistically comparable as can be seen by visual inspection of the table.

Table 15. Fall 1963 Test Performances of Reading and Language Development Third Graders and Control Match Third Graders (Stanford Primary Achievement Tests)

STANFORD PRIMARY ACHIEVEMENT TESTS	Project (Experimental) Third Graders				Control Match Third Graders				Differences Between Means	Critical Ratio
	N	Mean Grade Score	Ach. Age. Equiv.	S.D.	N	Mean Grade Score	Ach. Age Equiv.	S.D.		
Paragraph Meaning	40	20.35	7-2	4.82	40	22.38	7-5	3.98	2.03	2.03
Word Meaning	40	22.18	7-4	5.44	40	23.35	7-5	4.12	1.17	1.06
Spelling	40	23.05	7-5	4.11	40	23.55	7-6	5.97	0.50	0.43
Arithmetic Reasoning	38	21.03	7-2	4.42	40	23.13	7-5	6.36	2.10	1.68
Arithmetic Computation	38	25.03	7-8	3.12	40	24.83	7-8	4.55	0.20	0.23

An analysis of fall 1963 and spring 1964 scores is presented in table 16. Control students made approximately one year gain in both reading areas, spelling, and arithmetic computation. Gains for this group were less in the area of arithmetic reasoning. The experimental gains were somewhat higher. The reading gain approximates one and one-half years of progress along with progress of a year or more in spelling, arithmetic reasoning and arithmetic computation.

Comparisons between experimental and control pupils result in statistical significance in favor of the experimental group in the two reading sub-tests and arithmetic reasoning.

Table 1f. Grade Score Gain in Performance on Stanford Primary Achievement Tests Made by Reading and Language Development Project Students and Control Matches. Tests Administered in September 1963 and May 1964 - Seven-Month Interval)

STANFORD PRIMARY ACHIEVEMENT TESTS	Project (Experimental) Third Graders			Control Match Third Graders			Difference Between Means	Critical Ratio
	N	Mean Grade Score Gain	S.D.	N	Mean Grade Score Gain	S.D.		
Paragraph Meaning	40	17.10	8.19	40	10.63	7.84	6.47	3.57
Word Meaning	40	14.33	9.06	40	9.10	7.44	5.23	2.78
Spelling	40	10.83	5.00	40	9.48	4.72	0.35	0.32
Arithmetic Reasoning	38	12.16	6.73	40	7.93	5.82	4.23	2.92
Arithmetic Computation	38	10.42	5.77	40	10.68	5.58	0.26	0.20

E. Questionnaire Results

Third and fourth grade teachers at the Project schools were surveyed by questionnaire regarding their feeling toward and opinions of the special classes. The results of this survey of eleven teachers at the end of the second year reveal the following results (see attachment #3). The teachers in general gave positive ratings of the effectiveness of these classes feeling that a "good" to "excellent" job was done. High percentages of teachers related that they were able to give more individual attention to their reduced-size classes than would have been possible if they had full class loads. Seventy-three per cent of the teachers surveyed responded that they would like to see the present reading and language development classes continued. Also of significance was the fact that 64% of the teachers related that they were able to carry on a wider variety and different types of activities than would have been possible if they had had all of their children in the class all the time. Some concern was expressed over the need for adequate communication between the special class teachers and the regular classroom teachers.

As mentioned in the introduction a number of excursions were provided for students in these classes and the regular class teachers of these students felt that it had been either "very valuable" or "extremely valuable" to their students.

Teachers felt that oral reading skills had been greatly helped. This was also the case in their ratings of effects of instruction in oral expression, listening skills, work habits, and self confidence. More detailed information relating to these responses may be obtained by examination of the attached questionnaire.

In summary concerning the questionnaire completed by third and fourth grade regular classroom teachers, it may be stated that the program was well received, was rated as being effective, and teachers wanted to have this type of program continued.

V. DISCUSSION

The information obtained on family characteristics and home conditions fails to highlight any particular problems evident in the background or surroundings of these students. They do not come from homes characterized by severe overcrowding, economic deprivation, or absence of critical family figures. The fact that these types of problems have not evidenced themselves in the interview records obtained by the Project counselors is not surprising in light of the selection criteria, e.g. reasonable assurance of continued attendance and a somewhat established record of behavioral stability and cooperation.

A random selection of children similarly retarded in reading would probably include many children from truly disturbed home situations. Behavioral deviations because of impoverished cultural surroundings or severe familial instability would tend to preclude a child's placement in special groups whose primary goals are instructional. As was the philosophy in this Project, students whose remedial problems were heavily over-shadowed by disturbances in feeling about themselves and others are considered cases best helped by counseling or guidance staff.

Some of the tabulations of information on this group of students lead to the formulation of interesting questions. One such question was posed in the previous section — In cases in which parents were born in areas where conditions for members

of their race were poor educationally and economically how long did these individuals experience these surroundings? If these parents remained in encapsulated environments through twelve school years, how good was their education? Do they have an equivalent background to a person educated in California schools? Is the presence of family figures a guarantee of a satisfactory relationship with these persons? Does a father's presence make him an acceptable figure with whom to identify if he occupies a meanial role in the occupational world?

There is some suggestion in our data that fathers of these children, who have rather good school completion records, are able to earn less than might be expected and to support larger than average families.

The tables giving test score changes present a favorable picture of the Project classes. One must also be impressed, however, by the commendable achievement gains made by other classes in the Project schools. These students in regular classrooms were also behind grade level in several achievement areas but the hard work of the teachers at these grade levels has evidenced itself in better than one year gains in many areas. Perhaps one sees evidence of enhanced interest and/or competition because of the presence of a "special" project. Or, this may reflect the effects of lightened class loads. Directly analogous longitudinal data is unfortunately unavailable. The type of progress, referred to above, may be a rather common phenomenon. However, it seems unlikely that children consistently achieving in this way would turn out to be like the relatively low performing seventh graders studied in this same school attendance area. These entering seventh grade students test, on the average, one or more years below grade level in reading.

It is not clear why the one third grade group (Group A) did not make gains of the magnitude found in the other three Project classes. Despite the performance of Group A both total groups made very acceptable gains over the seven-month interval—more than might be expected from children already showing a tendency toward severe reading handicap.

The sub-group test score analysis using the three experimental sub-groups (B, C, D) shows a reliable margin of achievement gain superiority for this grouping of Project students over control matches. The 1963-64 school year results indicate that all four classes made comparable gains. This suggests that the variability (e.g. Group A) in the first year sub-groups was atypical.

In summary, the fact that one of the four experimental groups in 1962-63 caused a depression in the overall experimental test picture must be borne in mind when interpreting table 8.

Both years' classes have evidenced good progress. The progress during the 1963-64 school year program was consistently better than during the 1962-63 program. This fact would suggest that procedures, or combinations of procedures, used by the Project teachers became more refined or highly developed during the second year. The program, by its very nature, involved a certain amount of experimentation and material development during the initial year. The facts that the 1963-64 program students made approximately one and one-half years reading gain during seven months and made better progress than control matches would commend further utilization of some of the basic techniques demonstrated by these teachers. These techniques might be very useful to others attempting to meet the challenge of retardation in reading achievement with students in areas of racial and cultural diversity.

Using the 1963-64 results, simple addition of grade score gain values to the baseline grade score values reveals that the experimental group was only three to four grade placement units behind grade level expectancy in reading at the end of the year as compared to from eight to ten such units in the fall. The control group, while making good gains, is no closer to attaining grade level expectancy than they were at the beginning of the year.

In the test score results for the two-year follow-up of the 1962-63 program some positive indications are evident. The time interval between the two tests is approximately 1.7 school year units. That is approximately what the project experimental group gained in the reading area. Approximately one year gain was noted by May 1963, after seven months. During the following year month for month gains were apparently made.

The two year interval gains made by the controls, who composed the 35 matches, were somewhat less. The difference between mean grade scores in fall 1962 and spring 1964 were not much larger than had been noted for the entire control group (N = 56) a year previousl, spring 1963.

The comparison of the 35 Project students and 35 control matches would suggest that certain foundations were laid, attitudes were formed, and/or skills learned during the year's attendance in the Project classes which continued to facilitate or encourage progress during the second year since they continue to move ahead while controls continued to become more retarded because they failed to make month

for month progress. There is no evidence in this data to suggest any experimental group tendency to regress, i.e., lose gains made while in the special program.

The regular teaching staffs at the Project schools reacted favorably in their ratings of the Project reading and language development classes. The samplings of eleven, which was the universe of teachers in the affected category, is small, however. Two teachers would like to see compensatory funds directed at reducing class sizes in all classes rather than providing special classes per se. High percentages of the teachers, however, indicated the relief provided by the classes was helpful to them in their work with their classes.

A valuable source of evaluation data has remained formally untapped. It would be most interesting to sample the reactions of the parents of the Project students. The general parent reactions observed by Project staff in informal contacts with parents have been supportive and appreciative.

VI. CONCLUSIONS

1. Evidence has been presented indicating that programs were instrumental in helping third and fourth grade students to bring achievement levels much closer to grade expectancy.
2. There is a strong suggestion that the effects of the program are not temporary as indicated by two year longitudinal information.
3. The long-term superiority of experimental student gains over control matches suggests that all the benefits which may accrue may not be evident at the end of a seven-month interval but manifest themselves with the passage of time.

4. Gains made by 1963-64 Project classes are superior to those made by 1962-63 Project classes. Even though the 1963-64 students had higher average intelligence, there is some indication that the 1963-64 program was more effective.
5. Test results and teacher reactions indicate some benefits may result from the relief of regular classroom load.
6. No home or family related problem tendencies have been discovered in face sheet data collected on these students. This may be due to the absence of such problems or the insensitivity of the data collection process.

ROUGH DRAFT

9/18/64

EL:r

ATTACHMENT #1

OAKLAND PUBLIC SCHOOLS
Research Department

FOURTH GRADE TEST RESULTS - FALL 1963
(Medians for 1960, 1961, 1962, and 1963)

	C.A.	I.Q.	M.A.	READING AGE			ARITHMETIC AGE		
				Para. Mean.	Word Mean.	Average Read. Age	Reasoning	Computation	Average Arith. Age
City									
1963 Fall	9-6	98	9-3	8-7	8-10	8-9	8-10	8-9	8-9
1962 Fall	9-6	97	9-2	8-6	8-9	8-7	8-10	8-9	8-9
1962 Spring	9-11	99	9-9	9-3	9-5	9-4	9-6	9-7	9-7
1961 Spring	9-11	98	9-8	9-3	9-4	9-4	9-7	9-8	9-8
1960 Spring	9-11	98	9-8	9-3	9-3	9-3	—	—	—
SCHOOL									
1963 Fall	9-7	93	8-10	8-6	8-6	8-6	8-5	8-9	8-7
1962 Fall	9-6	94	8-10	8-7	8-8	8-8	8-7	8-9	8-8
1962 Spring	9-11	98	9-9	9-3	9-5	9-4	9-6	9-8	9-8
1961 Spring	9-11	98	9-8	9-3	9-4	9-4	9-6	9-2	9-7
1960 Spring	10-2	97	9-9	9-2	9-0	9-1	—	—	—
Fall 1963 Medians and Quartiles									
CITY Q3	9-10	107	10-0	9-8	9-11	9-10	9-6	9-3	9-4
Median	9-6	98	9-3	8-7	8-10	8-9	8-10	8-9	8-9
Q1	9-2	88	8-6	7-10	8-0	7-11	8-0	8-2	8-1
SCHOOL									
Q3	9-11	100	9-4	9-3	9-3	9-3	9-1	9-1	9-1
Median	9-7	93	8-10	8-6	8-6	8-6	8-5	8-9	8-7
Q1	9-2	87	8-4	7-10	8-0	7-11	7-9	8-4	8-1

Results for Project School 1

ATTACHMENT #2

OAKLAND PUBLIC SCHOOLS
Research Department

Fourth Grade Test Results - Fall 1963
(Medians for 1960, 1961, 1962, and 1963)

	C.A.	I.Q.	M.A.	READING AGE			ARITHMETIC AGE		
				Para. Mean	Word Mean.	Average Read. Age	Reasoning	Computation	Average Arith. Age
CITY									
1963 Fall	9-6	98	9-3	8-7	8-10	8-9	8-10	8-9	8-9
1962 Fall	9-6	97	9-2	8-6	8-9	8-7	8-10	8-9	8-9
1962 Spring	9-11	99	9-9	9-3	9-5	9-4	9-6	9-7	9-7
1961 Spring	9-11	98	9-8	9-3	9-4	9-4	9-7	9-8	9-8
1960 Spring	9-11	98	9-8	9-3	9-3	9-3	—	—	—
SCHOOL									
1963 Fall	9-6	92	8-9	8-4	8-5	8-4	8-2	8-4	8-3
1962 Fall	9-6	90	8-7	8-1	8-4	8-3	8-3	8-5	8-4
1962 Spring	10-0	91	9-2	8-5	8-6	8-5	8-6	8-10	8-8
1961 Spring	10-1	95	9-5	8-7	8-9	8-8	8-11	8-11	8-11
1960 Spring	10-0	91	9-1	8-1	8-3	8-2	—	—	—
Fall 1963 Medians and Quartiles									
CITY Q3	9-10	107	10-0	9-8	9-11	9-10	9-6	9-3	9-4
Median	9-6	98	9-3	8-7	8-10	8-9	8-10	8-9	8-9
Q1	9-2	88	8-6	7-10	8-0	7-11	8-0	8-2	8-1
SCHOOL									
Q3	9-11	100	9-4	9-0	8-11	9-0	8-8	8-11	8-10
Median	9-6	92	8-9	8-4	8-5	8-4	8-2	8-4	8-3
Q 1	9-2	87	8-2	7-7	7-9	7-8	7-6	8-0	7-9

Results for Project School 2

DAKLAND PUBLIC SCHOOLS
OAKLAND INTERAGENCY SCHOOL PROJECT
FACE SHEET

COMPLETION DATE	INTERVIEWER

(1) NAME: LAST	FIRST	MIDDLE [M] [F]	ALSO KNOWN AS		
RESIDENCE ADDRESS		PHONE NUMBER	RACE	DESCENT	DATE OF BIRTH
PLACE OF BIRTH	RELIGION (DENOMINATION)	NAME OF CHURCH ATTENDING	☐ REGULAR ATTENDANCE ☐ SUNDAY SCHOOL ☐ PERIODIC ATTENDANCE ☐ NO ATTENDANCE		
SCHOOL ATTENDING	PRESENT GRADE	NAME OF TEACHER			ENROLLMENT DATE
NAME OF PERSON (LEGAL CUSTODY)	RELATIONSHIP	ADDRESS			FAMILY PHYSICIAN OR HEALTH PLAN

PATERNAL FIGURE IN HOUSEHOLD				PATERNAL FIGURE IN HOUSEHOLD			
(2) NAME: LAST	FIRST	MIDDLE		(3) NAME: LAST	FIRST	MIDDLE	
RELATIONSHIP	TIME IN PRESENT FAMILY YRS MOS		DATE OF BIRTH	RELATIONSHIP	TIME IN PRESENT FAMILY YRS MOS		DATE OF BIRTH
PLACE OF BIRTH	RACE		DESCENT	PLACE OF BIRTH	RACE		DESCENT
HIGHEST EDUCATION COMPLETED:	RELIGION	OCCUPATION		HIGHEST EDUCATION COMPLETED:	RELIGION	OCCUPATION	
EMPLOYER OR SOURCE OF INCOME		AMOUNT OF INCOME		EMPLOYER OR SOURCE OF INCOME			AMOUNT OF INCOME
(4) NAME OF NATURAL FATHER (IF NOT ABOVE)				(5) NAME OF NATURAL MOTHER (IF NOT ABOVE)			MAIDEN NAME
CURRENT ADDRESS	CITY		SOC. SEC. NO.	CURRENT ADDRESS	CITY		SOC. SEC. NO.
RACE	DATE OF BIRTH	PLACE OF BIRTH	INCOME	RACE	DATE OF BIRTH	PLACE OF BIRTH	INCOME
ABSENT FR. FAM. YRS MOS	CURRENT STATUS: ☐ DIVORCED ☐ SEPARATED ☐ REMARRIED ☐ ABANDONED ☐ DECEASED ☐ OTHER:			ABSENT FR. FAM. YRS MOS	CURRENT STATUS: ☐ DIVORCED ☐ SEPARATED ☐ REMARRIED ☐ ABANDONED ☐ DECEASED ☐ OTHER:		

OTHER FORMER PATERNAL FIGURES				OTHER FORMER PATERNAL FIGURES			
NAME	RELATIONSHIP	DATES FROM	TO	NAME	RELATIONSHIP	DATES FROM	TO
(6)				(9)			
(7)				(10)			
(8)				(11)			

OTHER MEMBERS OF THE HOUSEHOLD					
		RELATIONSHIP	DATE OF BIRTH	PLACE OF BIRTH	SCHOOL AND GRADE OR EMPLOYMENT
(12)	[M] [F]				
(13)	[M] [F]				
(14)	[M] [F]				
(15)	[M] [F]				
(16)	[M] [F]				
(17)	[M] [F]				
(18)	[M] [F]				
(19)	[M] [F]				
(20)	[M] [F]				

PAGE 1 OF 2 (6/82)

COMPLETION DATE

NAME OF PUPIL:

IS FAMILY KNOWN TO: (HAS THE FAMILY OR ITS MEMBERS UTILIZED ANY OF THE FOLLOWING SERVICES)

AGENCY		COMMENTS
HEALTH DEPARTMENT	☐	
WELFARE DEPARTMENT	☐	
RECREATION DEPARTMENT	☐	
SCHOOL DEPARTMENT	☐	
POLICE DEPARTMENT	☐	
PROBATION DEPARTMENT	☐	
CALIFORNIA YOUTH AUTH. DEPARTMENT	☐	
OTHER: DEPARTMENT	☐	

TYPE OF DWELLING: ☐ SINGLE UNIT ☐ HOUSING PROJECT ☐ OTHER: ☐ MULTIPLE UNIT ☐ TRAILER COURT

SIZE ☐ TOTAL NO. ROOMS ☐ NUMBER OF BEDROOMS ☐ NO. OF ROOMS USED AS BEDROOMS

OWNERSHIP: ☐ BUYING ☐ RENT FREE ☐ OWNS ☐ RENT ☐ OTHER:

PAYMENT $

CONDITION OF HOME (COMMENT ABOUT CLEANLINESS, UPKEEP, ADEQUACY)

FORMER ADDRESS	CITY	DATES FROM	DATES TO	FORMER SCHOOLS ATTENDED	CITY	GRADES	DATES FROM	DATES TO

ADDITIONAL INFORMATION (ENTER CHANGES SUCH AS BIRTHS, DEATHS, DESERTION, CHANGE IN ADDRESS, ETC.)

EVALUATION OF READING AND LANGUAGE DEVELOPMENT PROGRAM (to be completed by teachers who have had children in one of the special Reading and Language Development classes)

1. In general, how good a job do you feel was done in the Project Reading and Language Development Classes?

(9%) 1 Excellent (36%) 4 Very good (36%) 4 Good (0%) 0 Fair (0%) 0 Poor (18%) 2 No. resp

2. How many students did you have in the Reading and Language Development Classes?

34 in the morning section # 27 in the afternoon section

3. Having these students out for two hours during the morning or afternoon may have had differing effects on the teachers whose classes were in some way involved. Please indicate which, if any, of the following statements represent the way you felt about the program set-up.

CHECK THOSE WHICH REFLECT YOUR FEELING OR OPINION

(82%) 9 enabled me to give the remaining (non-project) students more individual attention because of reduced class size.

(18%) 2 too few were out during this time to have any effect.

(64%) 7 enabled me to carry on a wider variety and different types of activities than would have been possible if I had all of my children all of the time.

(18%) 2 even though several students were out during this time, their absence did not have any effect on my class routine.

(18%) 2 having students out for 2 hours has interferred with certain other subject area programs

(73%) 8 I would like the present special class arrangements continued.

(45%) 5 I would like to see certain changes made: (Note briefly) See attached verbatim responses

(18%) 2 I feel that the time and money could be better spent in some rather different program. (Note briefly) See attached verbatim responses

4. How valuable do you feel the excursions, on which these children were taken, were to the children?

(45%) 5 Extremely valuable (45%) 5 Very valuable (9%) 0 Valuable (0%) 0 Of little value (0%) 0 Not valuable (0%) 1 no resp. (9%)

COMMENTS: See attached verbatim responses

PLEASE INDICATE YOUR EVALUATION OF THE EFFECTIVENESS OF THE SPECIAL READING AND LANGUAGE DEVELOPMENT CLASSES BY CHECKING AN APPROPRIATE BOX FOR EACH SKILL OR ATTITUDE AREA:

	AREA TO BE RATED	(5) These classes havehelped the students a great deal	(4) These classes have helped the students a little	(3) These classes have had no significant effect	(2) These classes have had a slight negative effect	(1) These classes have had a very negative effect
(27%) 3	Comprehension in silent reading of all types— including other subjects	5 (45%)	3 (27%)	0 (0%)	0 (0%)	0 (0%)
(18%) 2	Oral reading skills	7 (64%)	2 (18%)	0 (0%)	0 (0%)	0 (0%)
(36%) 4	Word attack skills	5 (45%)	2 (18%)	0 (0%)	0 (0%)	0 (0%)
(18%) 2	Work habits—interest and enthusiasm	6 (55%)	2 (18%)	1 (9%)	0 (0%)	0 (0%)
(18%) 2	Work habits—neatness and accuracy	5 (45%)	3 (27%)	1 (9%)	0 (0%)	0 (0%)
(18%) 2	Self-confidence	6 (55%)	2 (18%)	1 (9%)	0 (0%)	0 (0%)
(18%) 2	Ability to express self orally in a clear manner	6 (55%)	3 (27%)	0 (0%)	0 (0%)	0 (0%)
(18%) 2	Listening skills—ability to understand oral instructions, etc.	6 (55%)	2 (18%)	1 (9%)	0 (0%)	0 (0%)
(18%) 2	Listening habits—attentiveness in class, etc.	5 (45%)	2 (18%)	1 (9%)	1 (9%)	0 (0%)
(18%) 2	Written expression--freedom to in expressing self, creativeness, etc.	5 (45%)	3 (27%)	1 9%)	0 (0%)	0 (0%)
(27%) 3	Written skills—accuracy in punctuation, spelling, sentence structure, etc.	2 (18%)	4 (36%)	2 (18%)	0 (0%)	0 (0%)

ADDITIONAL TAB-Evaluation of Reading and Language Development Program
Stonehurst School

COMMENTS: (I would like to see certain changes made:)
As an experiment, this is fine. However, for a full time program, I believe it would be better to keep the same children all day and lower the enrollment number.

(I feel that the time and money could be better spent in some rather different program.)
Reduce the size of all third or fourth grade classes and carry on the same kind of program in all classes.

ADDITIONAL TAB-Evaluation of reading and Language Development Program-Sobrante Park

Question 3-Part A- COMMENTS: There seems to be little correlation between the two classes. Generally I don't know what goes on there-there is a terrible break down in communications between that class work and me.

I would like to see more children benefited

My children went to the project from 9:00 to 11:00 which meant I had 9 oclockers, 10 oclockers and finally at 11:00 the 8 project children. The lack of class spirit was very difficult-Perhaps the entire class should be together for at least ½ hour before splitting three ways.

Set aside time to test students who are just below grade level to determine reading difficulties.

Question 3-Part B-COMMENTS: No! Every school needs a reading specialist. Even students on grade level reading can benefit from extra help.

Question 4. How valuable do you feel the excursions, on which these children were taken, were to the children?

COMMENTS: It provided experiences for those who had not and may never be able to go again.

I wish that a program of this type could be a permanent set-up.

No way of comparing or evaluating.